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**NEW JERSEY
BEST PRACTICES
1999-2000 APPLICATION**

Application Requirements:

- ◆ **RESPONSES to the information and the statements below must be ANONYMOUS.** No reference should be made to the names of the district or the school(s). Use the words "the school" or "the schools" in referring to the applicant in responding to the statements.
- ◆ **USE ONLY THE SPACE PROVIDED ON THE APPLICATION FORM on pages 1, 2 (if applicable) and 4 and THE NUMBER OF LINES SPECIFIED FOR RESPONSES to the statements.** Do not include any additional materials, as they will not be reviewed in the selection process.
- ◆ Application must be keyboarded on 8 1/2" x 11" white paper, portrait format. Ten-point or larger computer font or twelve-pitch or larger typewriter font must be used. (This sentence is in ten-point.)
- ◆ **KEYBOARDED RESPONSES** to the statements below must be **no more than a total of three pages.** Keyboard the statement followed by the response. Format your response to the number of lines specified.
- ◆ The information on page 4 and the keyboarded responses to statements must be printed or copied on one side of the page. The information on pages 1 and 2 (if applicable) must be printed or copied on one side of the page. Staple pages 1 and 2 (if applicable) and 4 and the keyboarded responses together.
- ◆ The original application must be signed by the district chief school administrator or charter school lead person, indicating his/her approval.
- ◆ The original and seven copies of the application must be submitted to the county superintendent of schools by November 22, 1999, with the Itemized List of District Applications form. Keep the seven copies of each application together with the original containing the signature of the district chief school administrator or charter school lead person on the top of each set.
- ◆ **FAILURE TO COMPLY WITH THE PROCEDURES FOR SUBMISSION OF THE APPLICATION MAY RESULT IN THE ELIMINATION OF THE APPLICATION.**

The following data is required to assist the panelists in the evaluation of the application:		
Type of School	Grade Levels	Practice Name
<input type="checkbox"/> Elementary School	_____	<u>Creating a multimedia presentation on course material</u>
<input type="checkbox"/> Middle School	_____	
<input type="checkbox"/> Junior High School	_____	
<input checked="" type="checkbox"/> High School	<u>9-12</u>	
<input type="checkbox"/> Other: _____	_____	
		Number of Schools with Practice <u>1</u>
		Number of Districts with Practice <u>1</u>

Check the ONE CATEGORY into which the practice best fits.		
<input type="checkbox"/> Arts (Visual and Performing Arts)	<input checked="" type="checkbox"/> Educational Technology	<input type="checkbox"/> Safe Learning Environment
<input type="checkbox"/> Assessment/Evaluation	<input type="checkbox"/> Health and Physical Education	<input type="checkbox"/> School-to-Careers/Workplace Readiness
<input type="checkbox"/> Bilingual Education and Diversity	<input type="checkbox"/> Language Arts Literacy	<input type="checkbox"/> Science
<input type="checkbox"/> Citizenship/Character Education	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Social Studies
<input type="checkbox"/> Early Childhood Education Programs	<input type="checkbox"/> Professional Development	<input type="checkbox"/> Special Education
<input type="checkbox"/> Educational Support/Guidance	<input type="checkbox"/> Public Engagement	<input type="checkbox"/> World Languages
<input type="checkbox"/> and Counseling Programs (services contributing to high student achievement)	(family involvement and partnerships with business, community and/or higher education)	

1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative, how it promotes high student achievement and how it can be replicated. (Maximum of 50 lines for response)
2. Describe the educational needs of students that the practice addresses and how they were identified. List the *Core Curriculum including the Cross-Content Workplace Readiness Standards** addressed by the practice and describe how the practice addresses the standard(s). (Maximum of 50 lines for response)
3. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. (Maximum of 60 lines for response)

*The 1996 edition of the *Core Curriculum Content Standards* published by the New Jersey State Department of Education was disseminated to all districts and charter schools and is available on line through the department's website at <http://www.state.nj.us/education>.
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1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative, how it promotes high student achievement, and how it can be replicated.

The practice here proposed for recognition involves the integration of technology into the teaching curriculum. This integration is done in such a way that it helps teach students valuable technology literacy skills, while at the same time developing critical thinking skills, writing skills, and speaking skills. The practice can be replicated in any classroom, media center, or computer lab where students have access to computers with Microsoft PowerPoint, or some other multimedia presentation software application.

The objectives for this practice include:

- Read and analyzing textual material
- Comparing and contrasting the actions of characters within a literary work
- Drawing conclusions from the information provided in a text
- Presenting information orally to the class in an information OR persuasive manner
- Demonstrating comprehension of textual material by presenting a computer-based, multimedia presentation

Teachers in several subject areas employ this practice in different ways. One particular case where this practice has been used with students involves ninth grade students and a reading of Shakespeare's *Romeo and Juliet*. In the last scene of the play there is a line that reads, "Some will be pardoned, others punished." Students are assigned the task of creating a persuasive PowerPoint slide show advising the Prince as to which characters should be punished for their actions in the play, and which should be pardoned.

This assignment requires that students not only understand the play on a literal level, but that they can analyze the motives of each character, identify cause and effect relationships, and evaluate the consequences of behavior. These tasks automatically put students on the upper levels of Bloom's taxonomy.

After a class reading is completed, students get to work on the technology aspect of the assignment. Students are given a brief lesson including a description of what PowerPoint's capabilities are. They are also given a packet of directions on the most common aspects of the multimedia program. Students are then given time to work in the computer lab, either alone or with a partner. If technological questions arise, students are first instructed to check the direction sheet before requesting assistance from the teacher. This, in part, forces students to take more responsibility for learning the technology than they might otherwise.

The final step in this practice as it is most often used is to give a presentation to the class, using the slide show as a visual aid. In this phase, students practice and enhance their public speaking skills.

Oral presentations are a necessary staple of the high school classroom. This practice is innovative because it takes the oral presentation to a higher level. Computer use is an attractive option for many students, and most have not used them in this capacity before. Not only do they find it a useful tool for this presentation, but the ability to use the application is a skill they can take with them to their other classes, so there is a great deal of crossover with this new knowledge. Because students are so actively engaged in the process of creating the slide show, the level at which they approach the text in question is greatly enhanced. They spend more time actively working with the material and their knowledge of it is therefore much deeper than it is in more traditional classroom environs.

2. Describe the educational needs of students that the practice addresses and how they were identified. List the *Core Curriculum including the Cross-Content Workplace Readiness Standards* addressed by the practice and describe how the practice addresses the standards.

Students participating in this activity address a number of their educational needs. The main needs addressed in the example cited in section 1 include critical reading skills, persuasive writing skills, and technology skills.

The students in this school have greater need for skill building in reading than writing as indicated by the GEPA and HSPT/HSPA. As a result, this activity is focused more on the reading aspect of language arts. Students are challenged to read at the literal and inferential levels in order to complete this task, and because they are genuinely engaged by the technology aspect of the practice, they do indeed seem to read more actively from the text in use.

This practice addresses many of the Core Curriculum and Cross-Content standards established by the NJ Department of Education. In fact, it could be used in any curricular area to address a number of the core subjects through the texts used in those subjects. In the Language Arts area it addresses all five of the Core Curriculum Standards.

- Reading is practiced in the initial coverage of the text and the constant returning to the text that must be done in order to thoroughly complete the task.
- Writing is practiced in the creation of slide shows. While the program allows for a variety of media to be included, one aspect that must be included is writing, and for this specific task, persuasive writing.
- Speaking skills are included in the discussion of the text and in the presentation of the slide show to the class.
- Listening skills are also practiced in the discussion of the text and in the role of audience member viewing the slide shows.
- Interpreting non-textual material is required to identify images, sounds, and other multimedia features that are appropriate for inclusion in the slide show.

In addition to these, a number of the Cross-Content Workplace Readiness Standards are also addressed in the application of this practice. Needs in the technology areas addressed below are identified through formal and informal surveys of students and their comfort skill in using technology. To complete the kinds of tasks involved in this form of tech integration, students

- Develop skills that are transferable to the workplace
- Demonstrate skills needed to effectively access and use technology-based materials through keyboarding, troubleshooting, and retrieving and managing information.
- Access technology-based communication and information systems
- Use technology and other tools to solve problems
- Use technology and other tools, including word-processing, spreadsheet and presentation programs, and print or graphic utilities, to produce products
- Recognize and define a problem, or clarify decisions to be made
- Identify and access resources and sources of information in the school and community
- Organize, synthesize, and evaluate information for appropriateness and completeness
- Identify patterns and investigate relationships
- Interpret and analyze data to draw conclusions
- Apply problem-solving skills to original and creative/design projects
- Work cooperatively with others to accomplish a task
- Provide constructive criticism to others
- Use time efficiently and effectively

The technology skills learned and used are definitely transferable to the workplace. The problem solving skills are practiced in the mastering of aspects of the technology. Students must identify sources of information that will be useful to them in making the decisions on what to include in the slide show. They must synthesize the information they take from their reading and their constructive discussions with teacher and classmates and manage their time and effort in the creation of the final project.

3. **Describe the assessment measures used to determine the extent to which the objectives of the practice have been met.**

A variety of assessment measures can be used to determine the extent to which the objectives of the practice have been met. These include traditional paper and pencil tests, as well as the use of technology, student self-evaluations and alternative assessments using rubrics to evaluate the use of technology and the understanding of the text itself.

The creation of the slide show serves as the main indicator of student success in meeting the stated objectives. If students comprehend the text, they will provide correct factual information in the slide show. Understanding of the relationships of different aspects of the text (characters, for example) will also be evident by the material included in the slide show.

Generally rubrics are created and distributed at the beginning of the assignment to indicate to students what aspects of their work will be assessed and what is expected of them. Rubric topics often cover the content of the slide show as based on the text in use, the quality of the written material in the slide show, the relevance of the multimedia aspects to the topic of the slide show, the extent to which students apply the capabilities of the technology, and the quality of the student's presentation to the class.

Intermittent paper and pencil tests can be used to check for student understanding of the text as the story is read and discussed by the class. This, of course, allows for re-teaching where appropriate. It also helps to ensure that students have a basic working knowledge of the text before they begin to look deeper into it in order to complete their project.

The interactive skills students develop in working on such projects with a partner or group are generally evaluated in two ways. The first is by specific teacher observations using criteria on a rubric, established in advance and shared with students. The second is by student-self-evaluation. Students are supplied with a rubric or even an online poll that asks the student to rate his/her own work within the group.

Having students respond to the presentations of others can assess the attainment of the listening objectives. Students can be asked to critique the presentations of their classmates, focusing mainly on the content and quality of the presentation. The accuracy of the student evaluation will provide a measure of the quality of the listening of the audience, as well as the presentations of the students.